



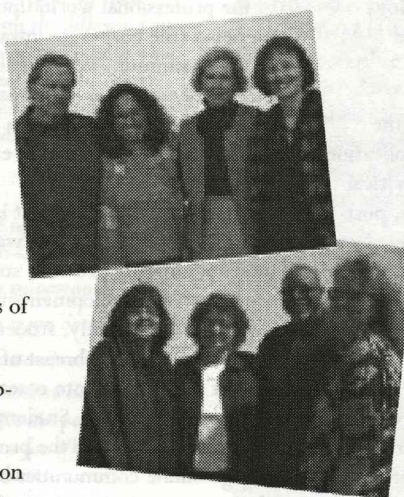
# Faculty Focus

## CSUMB Featured in *Pedagogies for Social Change*

By Seth Pollack

The work of nine CSUMB faculty is highlighted in a special edition of the journal *Social Justice* Vol. 29, No. 4), co-edited by Cecilia O'Leary and Susan Katz, focusing on the topic of *Pedagogies for Social Change*. The special edition includes fifteen articles which together (1) present a framework for understanding the lack of social justice-oriented teaching and learning in higher education; and, (2) provide inspiring examples of pedagogies which uncover hidden power relations and "build upon the lived experiences and resources of working-class and historically underrepresented students" (p. 4). Christine Sleeter contributes one article to the initial section, discussing how the development and implementation of the *History-Social Science Framework for California Public Schools* has served to reinforce the status quo by "counter[ing] the scholarship of historically marginalized groups and attempt[ing] to build students' allegiance to the existing social order" (Sleeter, p. 10). This article introduces a theme that many of the subsequent authors return to, by examining "deep structures" that determine what is and is not valid knowledge, giving voice to the powerful few while imposing "constructed silences" (Adler, p. 138) or "practiced silences" (Busman, p. 150) on the marginalized many.

The second part of the book includes eleven classroom-based examples of teaching strategies that seek to uncover these power relations, while providing students with the tools needed to create new knowledge.



CSUMB contributors to journal

The inspiring social justice-oriented pedagogy of Rina Benmayor, Diana Garcia, Frances Payne Adler, Debra Busman, David Takacs, Richard Bains, Amalia Mesa-Bains, and Cecilia O'Leary are included in this section. While the volume contains a number of examples from the humanities (Benmayor, Garcia, Payne Adler, Busman and O'Leary) it also includes examples of social justice education in science (Takacs), teacher education (Morrell and

Collatos), and the arts (Bains and Mesa-Bains).

From a review of these best practices in social justice pedagogy, three themes emerge: 1) they make power relations and the process through which knowledge is constructed and validated an explicit focus of the course; 2) they treat the lived experiences of students as assets and sources of valid knowledge, and not deficits; and 3) they incorporate specific teaching tools (the use of poetry and narrative, multimedia, personal histories, the concept of positionality) that enable students to find their voices, create new knowledge and disrupt the cycles that perpetuate marginalization and oppression.

In their introductory essay, the co-editors lament that social justice educators "too often work in small groups and in isolation from each other" (p.2). They do cite CSUMB as an example of a university that has made a campus-wide commitment to social justice, and the volume is rich with CSUMB pedagogical gems. Unfortunately, no single article presents CSUMB's academic program in detail, nor examines the founding and subsequent struggles that CSUMB

(con't on page 8)

### Inside this issue:

Technology as Tool and Concept in TAT	2
Using Blackboard to Teach SBS Tech Tools	2
Statistical Concepts with Computers	3
Library Access for Online Students	3
Multicultural Children's Literature	3
Recent Faculty Scholarship	4-5
Quality On the Line	6
Technology In the Tech/Info ULR	7
Online Learning Environments	8
WASC and Our Educational Effectiveness	8

In this issue, we continue the focus on our campus core value of technology also featured in our last issue. You'll find many more of your colleagues from various disciplines writing here about their uses of technology in their courses.

As the campus continues to work on ways to improve online learning, it may be useful to consider the benchmarks for quality distance learning published in a recent NEA study (p 6). And, on page 8, you will find some of the suggestions made by faculty in recent TLTR meetings echoing these same benchmarks.

Annette March, Editor



# Technology As Tool and Concept In TAT

By Michelle Riel

I teach courses in new media design, production, and theory for narrative-based creative application. My course covers computer software, hardware, and communications tools and technologies from video and audio production to web and disc deliveries. So, technology tools are both the subject matter content and the device. My use of technology for teaching and learning focuses on practical application of the technology tools underpinned by a theoretical and conceptual understanding.

TAT learning outcomes are based on the comprehension and demonstrated application of a professional production model: critical research, pre-production, production, post-production, and distribution. An active learning environment where students learn by doing is an integral component of the profession and therefore, of my pedagogic approach.

Although the learning of software is very procedural, teaching must elevate learning of the tools from the rote to facilitate comprehension of the application of the tool to a larger social, ethical and moral framework, core to CSUMB's Vision and mission. The use of the internet and networked communication systems are used to motivate interest, promote self-reflection and interaction, and to assess course outcomes.

**We're on the Web!**  
<http://tla.csumb.edu>

## Internet

Technology resides in a social environment and creates the social structure within which students learn to operate. My course syllabi, lectures and assignments are provided online. This administrative component creates a social model and process of operating within the class and prepares students for the similar paradigm of the professional world upon which it is modeled (the corporate intranet.) Networked communication, maintenance, and sharing of computer-based assets teaches students how to operate in a collaborative, networked communication environment.

Much of my course content is the teaching of applied commercial software. The internet not only provides students with the most current developments in their field, but more importantly, students learn the process of keeping abreast of their chosen area of interest: how to research theory and practice for learning. Students research current developments in the professional field, engage online communities beyond the class, reverse engineering online content, and use communal online learning materials, particularly tutorials.

The use of the internet as a teaching and learning tool is most important in the teaching of the learning process. When students share and compare their process, knowledge acquisition is consequently increased from individual learning experience to the

multifaceted and multifold perspective broadened by their peer group experience. Creation of knowledge becomes a cooperative endeavor. The learning process is taken beyond the walls of the institution.

## Networked Communication

Networked communication systems provide course administration and delivery and form the foundation of the learning process.

Threaded online group discussions create an environment where students evolve each other's thinking by providing a forum to give feedback to each other. Novices can contribute what they are able and can learn from the contributions of those who are more expert. Shy personalities engage in an online dialogue they may otherwise step back from in a classroom environment. All participate in the dialogue, which is very difficult to cultivate in a classroom.

Using email for assessment provides a more personal and immediate interaction with students and enables a more thoughtful critique than tends to occur in the margins of a printed assignment. I build a form for each assignment assessment that presents the assessment criteria followed by the critique. So, students are presented with a clear and specific connection about how their work fulfills the criteria. ✕

## Your Recent Scholarship

*Faculty Focus* invites you to send news of your recent publications, creative activities, pedagogical innovations and other scholarly work.  
[annette\\_march@csumb.edu](mailto:annette_march@csumb.edu)

# Using Blackboard to Teach SBS Tech Tools Outcomes

By Charlie Wallace

Teaching Computer Skills (Tech Tools – SBSC 318) presented me with a challenge. How could I increase class enrollment, serving the needs of distance learning students while at the same time maintaining the quality of the learning experience in both distance and on-campus classes? I chose to use technology to teach technology to serve the needs of both.

The Tech/Info ULR requires students to effectively search information, use tools effectively for the discovery, acquisition, and evaluation of information, and develop core computer tools for the manipulation and presentation of the information in a creative and ethical manner. The online course motivates interest in the subject

material. By using multimedia (for example Flash) to teach technologies such as computer operating systems, image manipulation, web development, file transfer protocols (ftp) and effective use of email, I hope students are inspired to look beyond what they see as their own limitations with technology.

Matching the use of technology to the course outcomes allowed me to expand my knowledge of multimedia software such as Flash, PhotoShop and Dreamweaver. I then am able to pass on the additional skills I learned to the students. An example of how I present the information can be found at: ([http://student.monterey.edu/CLASSES/SBS/SBSC318-01/world/photo\\_about.html](http://student.monterey.edu/CLASSES/SBS/SBSC318-01/world/photo_about.html))

I felt it was important to integrate the multimedia presentations of the course content into the Blackboard interface. The Virtual Classroom, Discussion Board, and email functions can be used to promote interaction among students, motivate interest in the course content, and create an "virtual environment" for the students.

## Assessment of Online Learning

One of the biggest challenges in this online course was to develop a method for assessment. I accomplished this by using several different methods. Students are required to participate in weekly online discussions with both their fellow students and myself,

(con't on page 7)



## Learning Statistical Concepts With Computers

By Renée Perry

The fundamentals of statistics have been around for a century. But, many of the calculations of complex analyses are challenging, time-consuming and interfere with student learning because students tend to focus on getting the numbers "right" rather than understanding what the numbers mean. Statistical applications available to students have progressed in the last ten years from the user-hostile batch programming of SAS, to many user-friendly point and click applications such as SPSS. Students in Statistics 250 learn to use SPSS as one of the learning outcomes for the course.

Using an application accurately is essential, but a more important learning outcome is that students see beneath the mechanics to statistical concepts. The lab exercises I developed for Statistics 250 began by using basic program functions. By the end of the semester, students are performing simple analyses focusing on understanding key issues in statistics. The student has to use the application correctly to do the lab, but the answer is related to the result and the concept(s), rather than the program. For example, here is the introduction

and assignment to an early lab. (I've left out the how-to details)

*If the [Central Limit] theory is correct, 1.64 is at 95% of the standard normal curve. A sample from a population with a standard normal population should have 95% of the sample below 1.64. But does the theory match the real world?*

*For next week, write up a report on these twenty samples answering the following question. Does this experiment conform to what we have been led to expect from the theory? You'll probably only need a paragraph or two (max), but make sure that you cover the following points:*

- What was the average number of samples greater or equal to 1.64?
- What was the average percentage?
- What was the average mean over all trials?
- What was the average standard deviation?
- Were the mean and standard deviation close to the parameters for the population (0 and 1)? If not, how far off were they and in what direction?

(con't on page 7)

## Library Access for Online Students

By Janie Silveria and Annette March

During Fall 02, we collaborated to pilot a way to provide access for distance learning students to library resources for HCom 317, Advanced Composition and Composition Theories. Our collaboration was a wonderful experience, though we had never worked together before. We collaborated quickly and effectively via a series of e-mails, phone calls and in-person meetings.

We chose core readings for the class research project for access through the Library's electronic reserves (ERes) system. Other library staff contributed in the effort to pilot alternative methods of service to this test group, such as online desktop delivery of articles.

Janie integrated the selected resources and services into a class research web page and then we field-tested the virtual reference software to navigate the web page and demonstrate search strategies to students. During the semester, Janie met online with groups of Annette's students about their research projects, and she joined the class discussion forum on Blackboard. Though we got started too late to fully integrate the library/online research elements into the syllabus and coursework, we did gain useful feedback and experience, and plan to work together again when the course is offered in Fall 03. ✕

## Preview of Next Year's TLA Events

- The series **Race Issues in the Classroom** will continue next year in a variety of new times and new formats, and with expanded topic focus, including discussing selected race theories with application to our disciplines; deconstructing the middle class values of the classroom; defining Vision students and how to support them; working with writing of ESL students; and student/faculty dialogues among others.
- Do you wish that your use of groups was more effective? Have you wondered why your students aren't enthusiastic about working in groups? Amy Driscoll will facilitate a series on **Collaborative Teaching and Learning**, exploring with us the basics of grouping for learning, as well as the integration of student-centered and assets-based thinking.
- **The Personal Growth and Counseling Center** session this semester was provocative, assuring and supportive for faculty concerned about supporting student learning issues, needs, and dilemmas. TLA will continue to work with Caroline Haskell and the PGCC staff next year to provide us with perspectives and skills to support our students.
- TLA will continue **Souper Fridays**, time for getting together informally with colleagues to talk about teaching, sip soup, and browse the "articles of the month."
- Other TLA events are also being planned. Stay tuned. ✕

## Multicultural Children's Literature: Service Learning Online

By Terri Wheeler

Students in this course are placed in school settings within their own communities in California (and sometimes beyond). Rather than make a journal entry for each service visit and turning that journal in to the instructor periodically, students in this Liberal Studies course write several focused journal entries during the semester and post

them on the online discussion board. By focusing on a particular aspect of the service experience and sharing their perspectives with their classmates, all participants gain more from the service experience than they would otherwise and the students support and encourage each other.

In addition to sharing ideas for service learning activities and reflecting together on what they are learning from service, students also build their sense of a learning community through the Discussion Board.

Now that the Service Learning Institute has put the Student Guide and all forms and service learning information on their website, teaching a service learning class in a totally online format is quite similar to teaching it on campus. ✕



**Jennifer Lagier** (Lecturer, ICCS) presented a paper entitled "Through the Cyber Space Looking Glass: Reflections of an Online Instructor and Distance Learner" during this year's Teaching in the Community Colleges Online Conference <http://tcc.kcc.hawaii.edu/>. She also has an article scheduled to appear in the July issue of *The Internet and Higher Education*, entitled "Distance Learning and the Minority Student: Special Needs and Opportunities."

**Dan Granger** (Director, DLEE) and Maureen Bowman have published "Constructing Knowledge at a Distance: The Learner in Context" in *The Handbook of Distance Education*, edited by Michael G. Moore and William G. Anderson and published by Lawrence Erlbaum Associates in 2003.

**Frauke Loewensen** (Lecturer, WLC) gave a presentation in March at the 5th DigitalStream Conference on Emerging Technologies in Languages and Culture. Her presentation, "How to Assess Speaking in an Intermediate Spanish Online Class," focused on this language production skill that is not easily taught, learned and assessed through distance education. Frauke will be giving a similar presentation at the Third Annual Colloquium—For Lecturers, By Lecturers, at CalPoly Pomona in April.

CSUMB's PT3 project (CalState TEACH) under the direction of **John Ittelson** (Prof., ICST) and **Ken Halle** (CIO) is in the final year of a three-year grant. The team, including **Kevin Cahill** (Lecturer, ICST) and staff members **Larry Kingsland**, **Jacqui Cain** and **Rachael Snow** have produced a number of video and WEB-based products that offer technical support services to the CalStateTEACH program aimed at assuring that technology skills are integrated across the curriculum. The team has also hosted semi-annual meetings.

**Yoshiko Saito-Abbott** (Assoc. Prof., WLC) and **John Ittelson** serve as members of the Steering Committee for the Virtual Language Lab Project, a demonstration project that affords a rich multimedia environment that is being used to offer Japanese Language and Culture and French Language and Culture programs across multiple campuses. Yoshiko coordinates the Japanese program.

**Gil Gonzalez** (CIO), **Arlene Krebs** (CIO and Director, Technology Development) and **John Ittelson** have taken leadership responsibility during 02-03 for sessions of Ready2Net, an award-winning series of national and international interactive broadcasts and WEB cast roundtable meetings focused on the challenges and opportunities that the Internet presents to higher education.

**John Ittelson** serves as CSU system-wide liaison to the Digital California Project, a statewide broadband service that connects the 56 County Offices of Education. On Oct 18, 2002, he presented a featured session, "National Perspective on e-Portfolios," at Maricopa Community College's ePortfolio Dialogue Day, in Phoenix. And, in 2002 John chaired the EDUCAUSE/NLII Focus Session on e-Portfolios, at Northwestern. The focus session was designed to report to the higher education community on current thinking, issues, and concerns, and to provide an opportunity to get feedback that will inform development activities underway or planned.

**Pamela Motoike** (Coordinator SL200, SLI) will co-present a day-long dialogue session at the 16<sup>th</sup> Annual National Conference on Race and Ethnicity in American Higher Education (NCORE) in San Francisco in May. In the session, "The 'Real' Minority Meets the 'Model' Minority: A Black-Asian Dialogue Across Color, Class, and Religion," members of the African, African American, Black, Asian-American, and Asian Pacific Islander identity groups will be encouraged to come together for honest discussions about similarities, differences, and the possibilities for coalition and alliance and will examine how stereotypes of both groups held by the dominant culture create divisions which obscure commonalities.

**Paul Fotsch** (Lecturer, HCom) recently presented a paper, "The Impact of Tourism on Historic Cannery Row," at the Pacific Sociological Association meeting in Pasadena.

**Richard L. Harris** (Professor, GS) has co-edited (with Abebe Zegeye and Pat Lauderdale) a three-part special issue entitled "Globalization and Social Transformation in Post-Apartheid South Africa," in the *Journal of African and Asian Studies*. This collection of essays will also be published as a monograph by the publishing house of

de Sitter in Spring 2003. He has also recently co-authored, with Pat Lauderdale, "Globalization, Neoliberalism and Post-Apartheid South Africa."

Richard has also recently authored a book review, "Globalization and Its Discontents by Joseph Stiglitz," in the new international journal of *Perspectives on Global Development and Technology*. He presented a paper, "Neoliberalism, Globalization and Globalism in Latin America and the Caribbean," at the conference on National Narratives and Identities in a Global World: The Case of Latin America, September 27-28, at La Trobe University, Melbourne, Australia.

Richard chaired a panel on "Neoliberalism and Its Discontents" and presented a paper entitled "Popular Resistance to Neoliberalism in Latin America," at the 2003 meeting of the Latin American Studies Association in Dallas, Texas in March, 2003. This paper will be published as an article in a forthcoming issue of the journal of *Latin American Perspectives* in 2004.

He has also co-edited (with Melinda Seid) a collection of 10 essays, "Globalization and Health in the New Millennium," which will be published as a special issue of the international journal of *Perspectives on Global Development and Technology* and as a book by Brill Academic Publishers in early 2004. With Melinda Seid, he co-authored the introductory essay in this book entitled "Globalization and Health in the New Millennium."

Richard was selected to serve as the new editor of the *Journal of Developing Societies*, published by de Sitter Publications in Toronto, Canada, after having served as the co-editor of this international journal for the last five years.

**Doug Smith** (Assoc. Prof., ESSP) has recently published several articles with the Central Coast Watershed Studies. He co-authored a report in 2002 on "Road and Trail Resources Inventory: Bureau of Land Management Lands, Former Fort Ord, Monterey County, California" published by the Arcview GIS Project, and as a PDF web document. He has also co-authored "Upper Williams Canyon Creek Watershed Planning Project: Sediment Sources and Migration Barriers in Mitteldorf Redwood Preserve, Monterey County, California" in December 2002, which includes an Arcmap GIS Project, and PDF web document.



# Scholarship

With S.J. Gilmore, Doug published in 2002 "Informing Environmental Policy with Sound Science: Curriculum and Theses of Earth Systems Science & Policy, California State University Monterey Bay" in the *Geological Society of America Abstracts with Programs*. And with T.H. Diehl, he co-authored "Complex Channel Evolution in West Tennessee and Northern Mississippi" published in the *Geological Society of America Abstracts with Programs* in 2002. Doug co-presented "Is Thermal Remagnetization Responsible for the Anomalously Shallow Inclinations of the Middle Cretaceous Valle Group, Baja California, Mexico?" at the American Geophysical Union Spring Meeting in Boston this year.

**Rina Benmayor** (Professor, HCom) was invited to give the keynote address to the annual meeting of the National Association of Ethnic Studies, in Phoenix, Arizona, April 2-5. Her address was titled "Digital Storytelling as Situated Theory," examining digital stories produced by students in Latina Life Stories and how they contribute to the making and remaking of theory.

She and the co-authors of *Telling to Live: Latina Feminist Testimonios*, were invited to read and sign books at CSUMB's annual International Women's Day celebration. Following the event, four of the authors participated in an intensive weekend workshop at CSUMB to produce four new digital stories to accompany their teaching of the book.

Rina also delivered a video-paper titled "Claiming Cultural Citizenship in Education: Oral Histories of First Generation Mexican/o College Students," for the "Educational Democracy, Citizenship, and the New Immigration," April 11-12, 2003 at the University of Illinois at Urbana-Champaign. Her article "Narrating Cultural Citizenship: Oral Histories of First Generation College Students of Mexican Origin" appears in the special issue on pedagogy of the journal *Social Justice*. She has been invited to be a faculty instructor at the Columbia University Oral History Summer Research Institute in June and will develop several sessions on oral history and testimonio, and digital storytelling.

**Rob Weisskirch** (Assist. Prof, LS) published an editorial in a March issue of *Monterey County Herald*, "The Kids Are All Right: Don't Believe the Hype--Most Adolescents are Well-Adjusted Members of Society."

**Angie Tran** (Assist Prof, SBS) has recently published a co-edited book with Melanie

Beresford, *Reaching for the Dream: Challenges of Sustainability in Vietnamese Economic Development*. Published by NIAS Press (Nordic Institute for Asian Studies) and Routledge Curzon, their book appeared in Fall 2003. Angie's article "Transnational Assembly Work: Vietnamese American Electronic and Vietnamese Garment Workers," will appear in summer 2003 in the special issue of *Amerasia Journal: Vietnamese Americans Creating Diasporas and Destinies*, UCLA Asian American Studies Center Press.

Also forthcoming in 2003 is Angie's article, "What is Women's Work? Female and Male Workers' Perspectives in the Vietnamese Garment Industry," in *Managing Femininity: The Socialization of Gender in Vietnam*, edited by Lisa Drummond and Helle Rydstrom, at National University of Singapore and Linkoping University. Angie will present "Sewing for the Global Economy: Gender Negotiations and Labor Protests in the Vietnamese Garment Industry" at the Conference Towards a Critical Globalization Studies: Continued Debates, New Directions, and Neglected Topics, in May, 2003, at the Institute for Social, Behavioral, and Economic Research, University of California at Santa Barbara.

**Jim May** (Professor, CST) was the keynote speaker in March at a conference in Northern Ontario of Kenjgewin Teg Educational Institute, an electronic learning conference seeking outreach to aboriginals in the area. Jim spoke to the conference on "Next Best Technology To Serve Aboriginal People."

**Stephanie A. Johnson** (Lecturer, VPA) has been working in her favorite genre doing lighting design during the Spring semester. She did a design for Dimensions Dance Theater of Oakland when they performed for the opening of the HBO film *Unchained Memories: Readings from the Slave Narratives*. She also did lighting for Derique McGee's *Hambone Hamtech: Bring On The Groove*, a show fusing historical and current African American performance techniques and provided lighting/scenography for Cultural Odyssey's repertory plays; *Underground Jazz Cabaret*, *The OG* and *The B-Boy* and *They Speak Through Us*. Additionally she had a mixed media sculpture exhibited in a group show at The Berkeley Art Center.

**Karen Davis** (Lecturer, TAT) is pleased to report the completion and theatrical release of "Every Child Is Born A Poet," an hour-length documentary film on the life

and work of Puerto Rican poet-activist Piri Thomas. The film receives its theatrical premiere at the Tribeca Film Festival in May. Davis is the film's co producer. This summer, Davis coordinates a special CSU Summer Arts screenwriting master class, "Finding Your Voice in the Script." Participating guest artists include Academy Award-winning writer Pamela Wallace ("Witness"), and David Wyatt, series writer for the "Cosby" show.

**Josina Makau** (Professor, HCom) was invited to write the preface for the volume *Moral Engagement in Public Life*, edited by S. L. Bracci and C. G. Christians. This recently published book appears as part of Peter Lang's series, "Intersections of Communication and Culture." Josina served as moderator for the Association for Practical and Professional Ethics National Conference (APPE) program, "The Role of Emotion in Ethics Education" in March. She also participated in an APPE colloquium on ethics centers, and a seminar on graduate programming in practical and professional ethics. At the National Communication Association Conference this Spring, she participated in a roundtable discussion on the ethical communicative practices.

Josina's recent work in the community has included an address at the March meeting of the League of California Cities: Monterey Bay Division on the topic of "Ethics in Government." And, as part of her on-going work with the Natividad Medical Center Bio-Ethics Committee, she has been asked to collaborate with the Monterey Leadership Institute in development of physician-patient communication education modules for use at NMC.

**Debian Marty** (Assist. Prof, HCom) and Josina Makau co-facilitated a short course titled "Teaching the College Course in Cooperative Argumentation" at the National Communication Association conference in New Orleans this Spring. ✕



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## Quality on the Line

The Institute for Higher Education study "Quality on the Line: Benchmarks for Success in Inter-Net Based Education" (April, 2000), provides some thought-provoking suggestions for our campus. These 45 benchmarks, identified from the literature reviewed by the study, suggest the kinds of infrastructure and goals necessary for delivery of quality distance learning across the digital divide and for alignment of our distance learning programs with our Vision Statement. Some of these goals may be more important than others for our campus: which ones would you rank as very important? As important? As not very important for the teaching and learning of our distance learning students?

### Institutional Support

1. Faculty are provided professional incentives for innovative practices to encourage development of distance learning courses.
2. There are institutional rewards for the effective teaching of distance learning courses.
3. A documented technology plan is in place to ensure quality standards.
4. Electronic security measures are in place to ensure the integrity and validity of information.
5. Support for building and maintaining the distance education infrastructure is addressed by a centralized system.

### Course Development

6. Distance learning course development must be approved through a broad peer review process.
7. Guidelines exist regarding minimum standards for course development, design, and delivery.
8. Course design is managed by teams comprised of faculty, content experts, instructional designers, technical experts, and evaluation personnel.
9. During course development, the various learning styles of students are considered.
10. Assessment instruments are used to ascertain the specific learning styles of students, which then determine the type of course delivery.
11. Courses are designed with a consistent structure easily discernable to students of varying learning styles.
12. The technology being used to deliver course content is based on learning outcomes.

13. Instructional materials are reviewed periodically to ensure they meet program standards.

### Teaching/Learning Process

14. Student interaction with faculty is facilitated through a variety of ways.
15. Student interaction with other students is facilitated through a variety of ways.
16. Feedback to student assignments and questions is provided in a timely manner.
17. Feedback to students is provided in a manner that is constructive and non-threatening.
18. Courses are separated into self-contained segments (modules) that can be used to assess student mastery before moving forward in the course or program.
19. The modules/segments are of varying lengths determined by the complexity of learning outcomes.
20. Each module/segment requires students to engage themselves in analysis, synthesis, and evaluation as part of their course assignments.
21. Class voice-mail and/or e-mail systems are provided to encourage students to work with each other and their instructor(s).
22. Courses are designed to require students to work in groups utilizing problem-solving activities in order to develop topic understanding.
23. Course materials promote collaboration among students.

### Course Structure

24. Students are provided with supplemental course information that outlines course objectives, concepts, and ideas.
25. Specific expectations are set for students with respect to a minimum amount of time per week for study and homework assignments.
26. Faculty are required to grade and return all assignments within a certain time period.
27. Sufficient library resources are made available to the students.
28. Students are instructed in the proper methods of effective research, including assessment of resource validity.
29. Before starting the program, students are advised about the program to determine if they have the self-motivation and commitment to learn at a distance.

30. Learning outcomes for each course are summarized in a clearly written, straightforward statement.

### Student Support

31. Students can obtain assistance to help them use electronically accessed data successfully.
32. Students are provided with hands-on training and information to aid them in securing material through electronic databases, interlibrary loans, government archives, news services, etc.
33. Written information is supplied to the student about the program.
34. Easily accessible technical assistance is available to all students throughout the duration of the course/program.
35. A structured system is in place to address student complaints.

### Faculty Support

36. Technical assistance in course development is available to faculty and they are encouraged to use it.
37. Faculty members are assisted in the transition from classroom teaching to distance instruction and are assessed in the process.
38. There are peer-mentoring resources available to faculty members teaching distance courses.
39. Distance instructor training continues throughout the progression of the online class.
40. Faculty members are provided with written resources to deal with issues arising from student use of electronically accessed data.

### Evaluation and Assessment

41. The program's educational effectiveness is measured using several methods.
42. An evaluation process is used to improve the teaching/learning outcomes.
43. Specific standards are in place to compare and improve learning outcomes.
44. Data on enrollment, costs, and successful/innovative uses of technology are used to evaluate program effectiveness.
44. Intended learning outcomes are regularly reviewed to ensure clarity, utility, and appropriateness.
45. Intended learning outcomes are regularly reviewed to ensure clarity, utility, and appropriateness. ✕



# Technology for Independent Assessment of the Tech/Info ULR

By Ken Wanderman

CSUMB's Technology/Information ULR articulates a specific set of skills and abilities as well as work products that students must complete. Some students arrive on campus with most, if not all, of the skills necessary to complete the outcome. Other students take a course that provides independent assessment of student work to satisfy the ULR. The course uses technology to assess students' knowledge of technology.

The model we use has been developed incrementally over the past six years. Students and faculty use computer technology in all phases of the course. The class has two parts. Students prepare and submit an electronic portfolio of work including web sites, spreadsheets, word processing, ethics, research, presentations and more that demonstrates their ability to use technology. During the submission and evaluation phase, which lasts up to 3 months, the students and faculty communicate electronically. The second part is an in-person final exam, where students work individually on a computer to answer specific questions and demonstrate specific skills. At the conclusion, students package their work and submit their exam for evaluation by sending it to a campus server.

*(Using Blackboard to Teach...can't from page 2)*

using the discussions for reflection on the materials being presented and for additional learning. Weekly quizzes are posted using the Blackboards quiz function. Email is used as a means of demonstrating the ability to attach files as well as a way for students to create the virtual learning environment. A research paper emphasizes proper research methods and appropriate presentation of both the content and it's sources. Students create both a PowerPoint and a web site to support their research paper. All of these exercises allow me the means to access the students' knowledge of the course materials. I strongly believe in the students using "real world" methods to demonstrate their comfort with the use of technology taught in the course. ✕

*(Learning Statistical Concepts...can't from page 3)*

To complete this lab, a student has to download a data set, randomize the data, make a sample, and record the outcome. After repeating this twenty times, she analyzes the results using the guidelines

The class web site may be viewed at <http://classes.csUMB.edu/ASMT/ASMT430-01/world>

The web site is students' primary means of information about the class, providing a statement of the outcomes of the ULR, specifications for the portfolio of 9 work products students need to complete, and deadlines for submission of work. Students can check on their progress and find links to on-line texts, books, lectures and materials in the library.

## Electronic Submission of Work

Students use the campus server to submit work. Because the server is connected to the Internet, it can be evaluated by several faculty. An instructor, who lives in suburban Maryland, does the primary evaluation. Submission of work to the server is, in fact, one of the outcomes of the assessment.

## Student-Faculty Communication

If a student completes a portfolio item successfully, that information is recorded on the web site. If the item is not completed, an instructor provides a detailed email explanation about the problems and what needs to be completed. The student then has the opportunity to make changes to his

listed above. The guidelines ask her to think about the results. How do they conform to what we've been led to expect, based on statistical theory (developed in class)? What are the key statistics (mean and standard deviation) for the samples? How do these compare to the underlying reality (the population parameters)? The exercise is explicitly linked to conceptual frameworks.

By the end of the semester, students are expected to have more independence. In a lab assignment near the end of the semester, students perform a five-step analysis by plotting data, checking for ANOVA assumptions and equal variance, deciding on the appropriate transformation, doing the ANOVA analysis, making comparisons and relating the results to the original question.

At this point, students are expected to know what is meant by the ANOVA assumptions, equal variance, etc. The lab period is spent going through the steps necessary to set up and use the program, but the goal of the assignment is to answer a concrete question from the analysis.

or her work and re-submit it for evaluation.

Although this course is designed primarily for assessment and provides no overall instruction, a great deal of learning takes place for some students. Some students require help in completing the portfolio items or help understanding the requirements themselves. To promote ad hoc student learning, we added an on-line conference accessible from the campus email. Students can submit questions to the on-line conference, which is monitored by both students and faculty.

## Independent Assessment Not for Every Student

Our experience is that independent assessment is not for all students. Although over 500 students have successfully completed this on-line class over seven years, the success rate for a given semester is about 50%. The majority of unsuccessful students under estimate the amount of work required to complete the assessment. A smaller number discover that they need a more traditional in-class approach. However, we believe that the same model could be successfully applied to assessment in other disciplines. ✕

## Did It Work?

The excerpts from these two show that using computers in a statistics course can help students understand fundamental concepts and allow them to undertake analyses that would have been difficult, even using a hand calculator. Did it work?

Overall, students who did well in the labs did well in the class, although they sometimes found the repetitive nature of early labs boring. The main challenge is that some students, though no longer distracted by looking for the right numerical answer, still were working within a model of instruction where they were looking to me for the right conceptual answer. This suggests that the labs need to be re-designed to remove (as far as it is possible) the perception that answers are living in the instructor's mind somewhere and not within a student's own grasp. ✕

## Correction:

Professor Jim May (CST) is actively teaching and engaged in our campus community. *Faculty Focus* regrets the misinformation printed in the last issue.



# What Do We Want in an Online Learning Environment?

By Mike Albright

Special sessions of the CSUMB Teaching and Learning with Technology Roundtable (TLTR) were held on March 11 and 13 to discuss the question "What Do We Want in an Online Learning Environment?" These forums, scheduled to assist IT@CSUMB and Academic Technology & Media Services (ATMS) in collecting faculty input on online learning for the campus academic technology plan, were attended by about 15 people each.

Each discussion was organized around three questions. Following are some sample responses.

*Q: What do you want to do that you can't do or find difficult to do now?*

- Allow students to work collaboratively on projects and publish to the web
- Help students to become communities of learners

- Conduct real-time discussions for collaborative problem-solving
- Capture electronically the essence of the capstone experience
- Use E-portfolios
- Use instant messaging
- Provide non-English language characters
- Have space for experimentation
- Have a repository for learning objects

*Q: What are the criteria that should inform CSUMB's long-term commitment to online learning tools?*

- Reliability, compatibility, scalability, sharability
- Robustness of the system, disc space, bandwidth, hardware
- Flexibility in systems
- Integration with Banner
- 24/7 tech support
- Accessibility for students with special needs

- Show value, improve what we do

*Q: What are the campus needs beyond university courses?*

- Seamless integration with feeder partner schools, including use of Blackboard
- Better ways to track and serve online needs of students
- Campus Vision reviewed for distributed learning and identify goals and strategies
- Integrated systems
- Online communication tools for assessment and intake of students with disabilities
- Alternative methods for getting help
- Repository of technical and conceptual resources for online learning

Other issues identified focused on faculty and student support. ✕

(CSUMB Featured... (con't from page 1) has experienced in attempting to maintain its commitment to social justice. Given the power of the current trends toward a "market economy paradigm" (p.2) of education, an analysis of the CSUMB case would have been an excellent contribution to this edition. Such an analysis could have described how CSUMB has appropriated certain educational processes (such as outcomes-based education and service learning) that critics have described as furthering the agenda of the market economy model and turned those

very same processes into key elements of CSUMB's institutional commitment to social justice.

Outcomes-based education is frequently cited as one aspect of the standards-based reform movement that is "rapidly undermining efforts to create multicultural curricula and pedagogies" (Sleeter, p. 8). Yet in the CSUMB context, outcomes-based education is a prominent tool for making explicit CSUMB's curricular commitment to examining power relations and ensuring that multiple voices and truths are represented in the curriculum. One only need to look at the US Histories or

Culture and Equity ULR to see examples of this.

Service learning is another educational initiative that is often cited by progressive critics as superficial, serving to reinforce systems of inequality by encouraging volunteerism and charity. In fact, the volume's article on social justice youth development by Ginwright and Cammarota presents a very negative view of service learning, juxtaposing it to what they consider to be a more social change oriented approach to youth development. Yet, six of the seven

CSUMB courses represented in the volume have incorporated service learning as a key part of their social justice pedagogy. Unfortunately, CSUMB's social justice-oriented service learning program is never explicitly presented in the volume.

It is wonderful to see an academic journal that has begun to help CSUMB share its story with the higher education community. Clearly there is much more to share. *Pedagogies for Social Change* is an excellent contribution to the field, and one that will serve to help other educators develop approaches to teaching and learning that examine power relations, treat underrepresented students' experiences as assets, and give voice to those previously silenced. ✕

## WASC and Our Educational Effectiveness Review

By Amy Driscoll

It would take this entire issue to mention all of the individuals who contributed to the recent WASC evidence review and made the visit an authentic, inquiry-based process. On March 5-7, 2003, the WASC external review team chaired by Judith Ramaley listened, observed, probed, studied, and appreciated evidence of CSUMB's educational effectiveness. Team members reviewed our Service Learning program and its impact, the 1999 and 2002 Course Alignment Project, Capstones, University Learning Requirements, Major Learning Requirements, ProSeminar 100, the Academic Skills Achievement Program, the Race In the Classroom Series, the Visible Knowledge Project, the Faculty Mentor Program, Internship Programs, CLAIR, and our alumni. Each session focused on how our program components actually demonstrate support for learning.

In most cases, team members interviewed groups of faculty. Those sessions were characterized by truth telling, enthusiasm, reflection, and pride. Students were integral to the process and they were articulate, candid, insightful, and a source of pride.

Both team members and CSUMB representatives questioned continuance of our "best practices" in teaching, learning, assessment, curriculum, and programs in the current budget situation. Sessions were often transformed into idea sharing, brainstorming, planning and more inquiry sessions. There was a genuine sense of support and encouragement from the team members for our campus.

Members of the Educational Effectiveness Committee are to be commended for their collaborations and contributions to the design and implementation of the evidence collection, to the reports that composed the final essay, and to the planning and coordination of the site visit. The committee members were: Juan Avalos, Amy Driscoll, Ilene Feinman, Matt Fiori, Joe Larkin, Annette March, Seth Pollack, Dan Shapiro, Brian Simmons and Swarup Wood, with magnificent guidance and support from Linda Stamps, Salina Diiorio and Stacey Malone. ✕